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Regions of the United States

PROBLEMS BOOK



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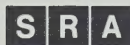
Regions of the United States

PROBLEMS BOOK

by Lawrence Senesh

Professor of Economics

University of Colorado



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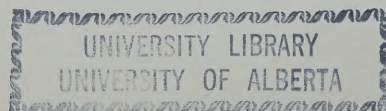
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Introduction-A A Land of Many Regions



INDIANA

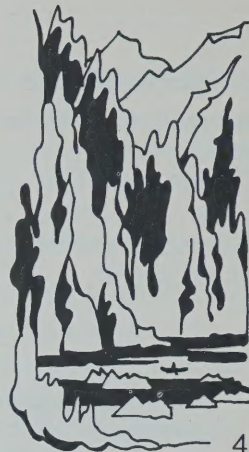
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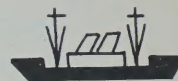
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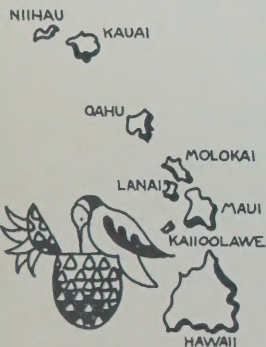


4



GREAT
LAKES

5



HAWAIIAN
ISLANDS

6



7



8



9



10

Regions	1	2	3	4	5	6	7	8	9	10
Political										
Climatic										
Cultural										
Natural										
Manufacturing										
Man-made										
Agricultural										
Mining										
Forest										
Fishing										
Postal ZIP code										
Historical										
Desert										
Marketing										
River basin										
Problem										

Introduction-B Regions Can Be Made by Man or Nature



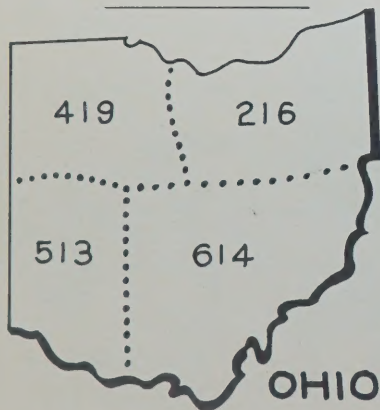
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GREAT LAKES 3



4



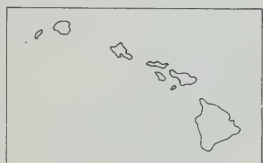
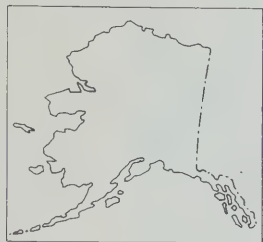
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Draw a region
of your choice.

6

Introduction-C Some Regions Are Created by Nature

Directions: Identify the regions listed in the legend on the map. Use your text to help you.

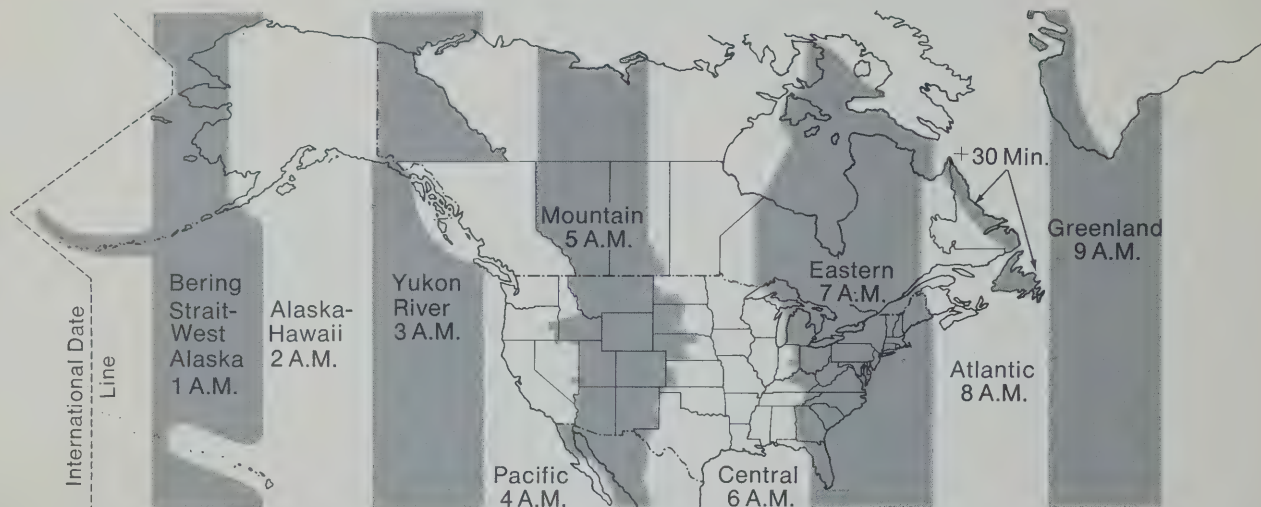


Rocky Mountains	^^^^	Purple
Sierra Nevada—Cascade Range	^^^^	Brown
Appalachian Mountains	^^^^	Black
Coastal Plains		Orange

Coastal Ranges	^^^^	Yellow
Plateau		Red
Island Region		Blue
Great Plains		Green

Introduction-D Some Regions Are Created by Man

This map shows time zones in the United States.



1. How many time zones are there in the United States? (Include Alaska.) _____
2. How many time zones does Alaska have? _____
3. Why do you suppose the boundaries of the time zones are not straight lines? _____

4. Name some states that have more than one time zone.

How could this cause problems? _____

Introduction-E Regions Can Be Changed



How is this region being changed? _____



How is this region being changed? _____



How is this region being changed? _____



How is this region being changed? _____



How is this region being changed? _____



How is this region being changed? _____



How is this region being changed? _____



How is this region being changed? _____

1-A The Great Plains Region

Directions: Shade in the Great Plains Region on the outline map.



Which states are primarily located in the Great Plains? _____

1-B The Web of Life



Directions: This chain represents the web of life of part of the animal population on the Great Plains. Use the information presented in the pictures to answer these questions.

1. How does the energy from the sun pass from the green plants to giant birds like the hawk? _____

2. Explain what "balance of nature" means. _____

3. What would happen to the giant birds if man killed the snakes? _____

What would happen to the owls? _____

4. What would happen if a prairie fire destroyed most of the grasslands? _____

5. What would happen if there were no bacteria to decompose the bodies of animals? _____

1-C Farmers Become More Efficient

Directions: Study the chart. Then answer the questions.

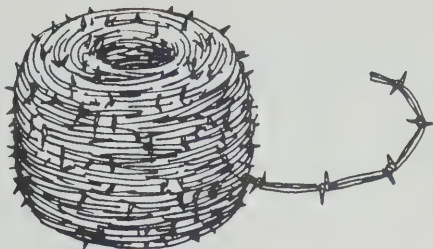
Year	Persons supported per farm worker
1820	4
1920	9
1968	40

1. How many people could each farmworker “support” in 1820? _____ 1920? _____ 1968? _____
2. In the 149 years from 1820 to 1968, the number of people supported by each farmworker increased by how many times? _____
3. Give at least two important reasons to explain this increase in farm productivity. _____
_____ and _____
4. How did this increasing productivity affect the number of farmers living in the Great Plains Region?

1-D New Ideas Help the Farmers of the Great Plains



Railroads



Barbed wire



Steel plow



Windmills



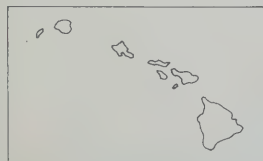
New wheat seed



Large machines

1-E Early Forest Regions

Directions: Shade in the early forest regions of the United States on this outline map.



1. How did men change many of the early forest regions? _____

2. How are men using forest regions today? _____

2-A Minerals Are Important

Directions: Copper and oil mining have been important to our country's development. Indicate on the map where copper and oil are located by using the symbols in the legend below. If you are familiar with the location of other minerals, write their names and a symbol for each in the legend and locate the region on the map.



C Copper

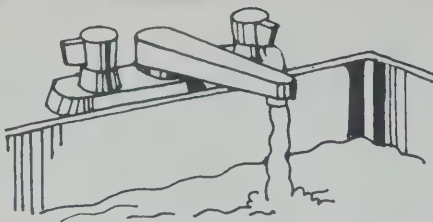


Oil

2-B Renewable or Nonrenewable?



Copper



Water



Oil



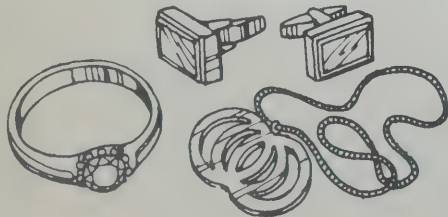
Timber



Coal



Apples



Gold



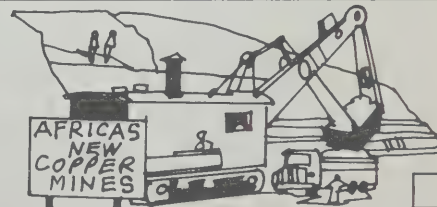
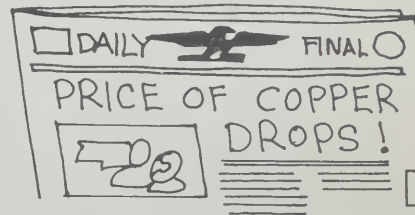
Fertile soil



Iron

2-C What Affects Jobs and Income?

Directions: This is a small mining town. All the jobs and incomes of its population will be increased or decreased by the situations pictured. In the space provided, write "I" if they will increase or "D" if they will decrease.



2-D The Development of Mineral Regions

Directions: Read the story. Then complete the map on the next page, using the symbols in the legend. Label Crystal Creek and Fish Lake. Label the towns.

Kalla was a successful copper-mining town in the 1850s. It was on the White River, near the Great Lakes. So its copper was easily sent to the East. For many years the copper from the Kalla region was known as the best in the country. Then it became harder to find good rich ore near the top of the ground. Miners needed expensive machines to dig deeper and deeper. New copper mines were discovered in other parts of the country. Many people in Kalla had to leave because they were losing money and business.

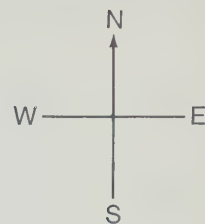
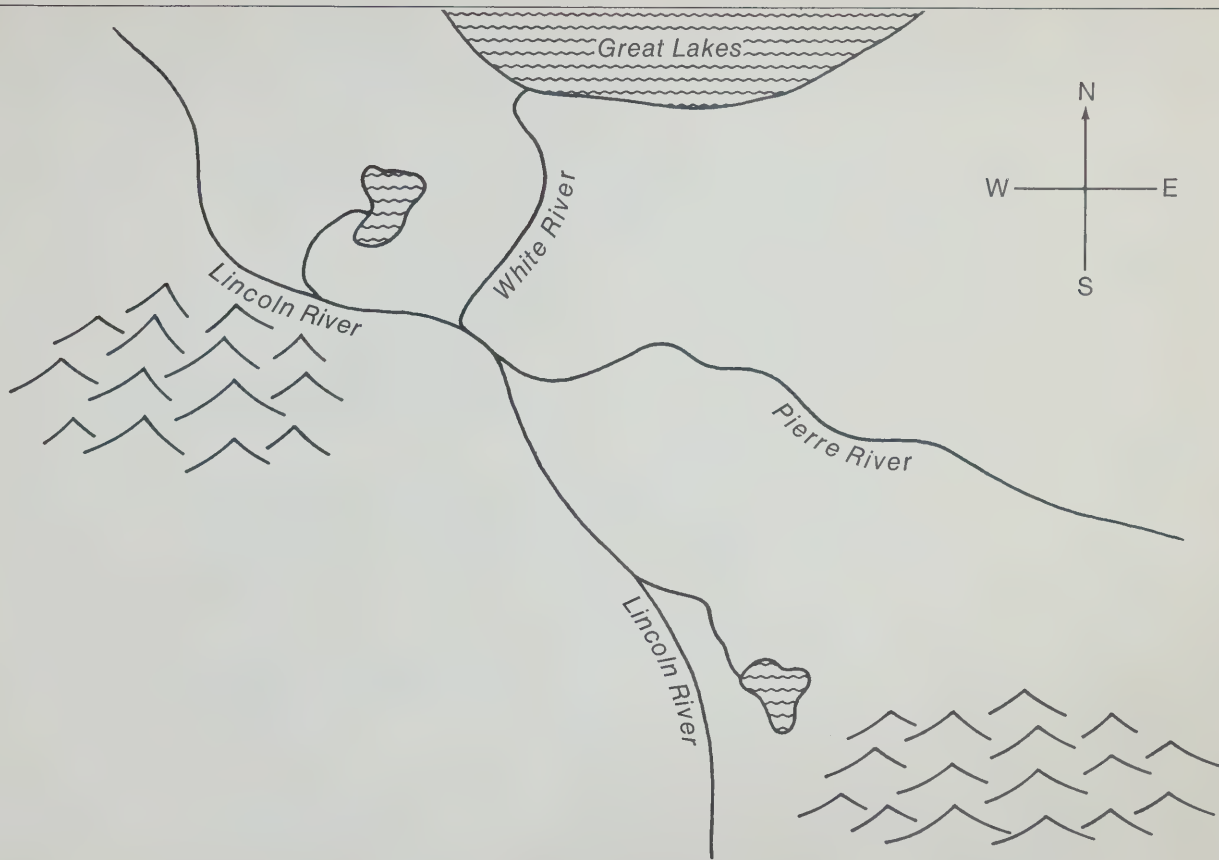
Some of the people who left went south. They went to a place where the White River flowed into the Lincoln River. Here they found good land and plenty of water. Soon the town of Junction grew up on the east side of the river. The town became known for its wheat and corn crops. A road was built just north of the Pierre River from Junction to the East. Finely milled grain was carried along the road.

The farmers wanted more land. Some of the farmers followed the Lincoln River south to a

tributary called Crystal Creek, which ran into a lake named Fish Lake. One day as they were getting the land ready for planting, some men discovered oil. People had begun to use oil to fuel lamps and to grease machines. Soon many more uses for oil were discovered. People wanted more oil. The farmers bought machines and drilled underground for more oil.

The town of Oxford grew up around Fish Lake. Soon more oil was discovered in some hills to the east. This area came to be known as Hill Valley. A refinery was built between the towns of Oxford and Hill Valley. About the same time a railroad was built from Oxford to the East. So the oil and some grain were easily sent East. The railroad ran from the Lincoln River through Oxford, just south of Fish Lake. Then it went across the northern edge of Hill Valley.

The oil industry attracted many people from all over the country. The area around Oxford and Hill Valley was developed. Soon the two towns became known as the city of Hillsford.



× Copper mining

⊗ Farmland

□ Oil refinery

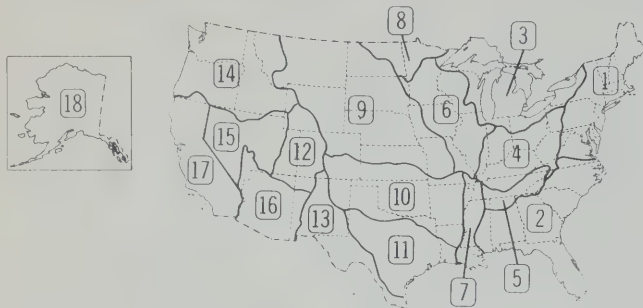
⋈ Hills

→→→ Path traveled by explorers or early settlers

++++ Railroads

○ Small town

3-A River Systems of the United States



Water supply and use in billions of gallons daily

System	Water supply	Water use	
		1965	2020
1. North Atlantic	163	40	245
2. South Atlantic-Gulf	197	23	139
3. Great Lakes	63	26	197
4. Ohio	125	29	94
5. Tennessee	42	6	19
6. Upper Mississippi	65	10	44
7. Lower Mississippi	48	7	46
8. Souris-Red-Rainy	6	5	2
9. Missouri	54	30	44
10. Arkansas-White-Red	96	14	53
11. Texas-Gulf	39	24	105
12. Upper Colorado	14	6	10
13. Rio Grande	5	12	17
14. Columbia-North Pacific	210	40	188
15. Great Basin	6	7	12
16. Lower Colorado	3	11	14
17. California	65	58	283
18. Alaska	710	1	4

Directions: Study the map and the chart. Then answer the questions.

1. Which three river systems have the greatest water supply available?

_____, _____, and _____

2. In which systems was more water used than supplied in 1965?

_____, _____, and _____

3. Name four systems whose water use will exceed the supply in 2020.

_____, _____, _____, and _____

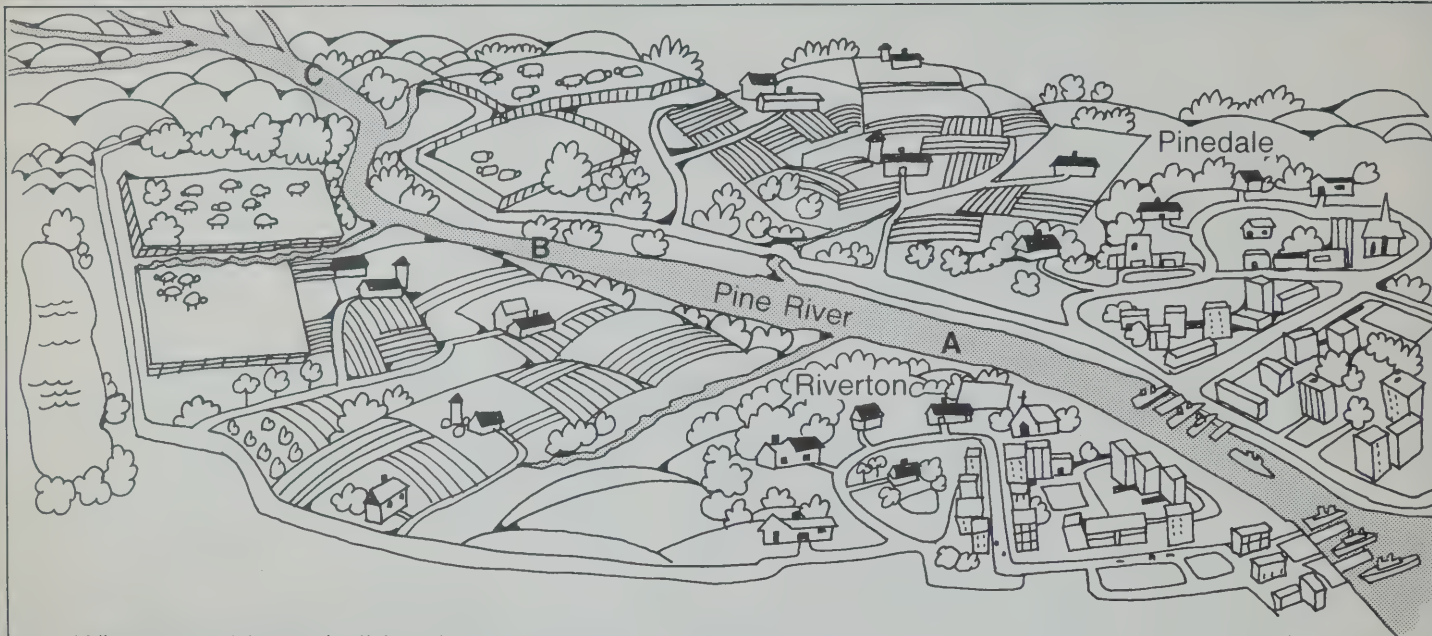
4. Name one reason why so much water is needed in these areas.

3-B The Colorado River

Directions: The Colorado River is very important to the people in the western United States. Draw its course from source to mouth on the map. Mark the source with an X and the mouth with a *.



3-C A River Affects the Surrounding Land

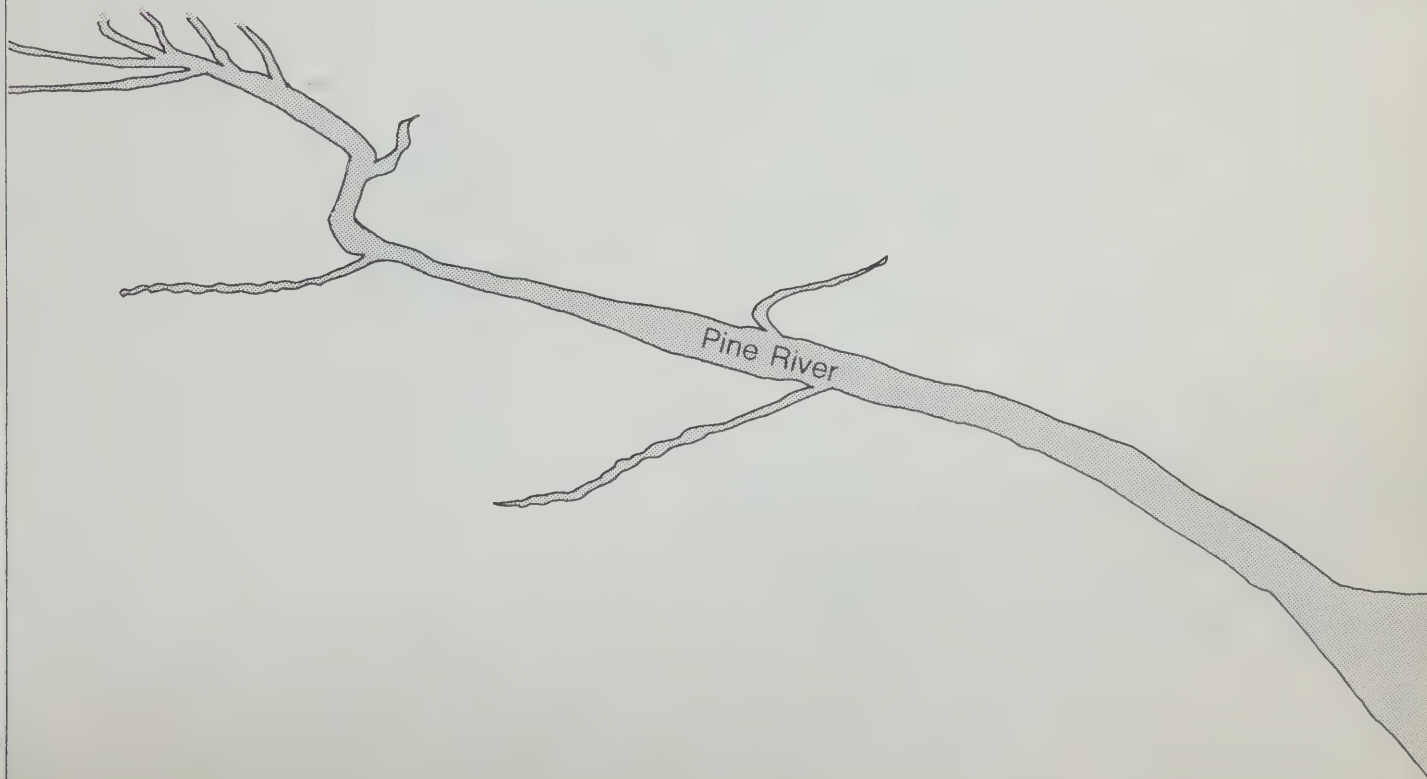


1. Where would you build a dam to hold back the floodwater? ☐ A ☐ B ☐ C (Check one.)
2. Who would object if it were built at site A? Why? _____

3. Who would object if it were built at site B? Why? _____

4. Who would object if it were built at site C? Why? _____

Directions: Finish the map below. Show where you would build the dam and where the water would back up to create a lake. Put in the towns of Pinedale and Riverton, the farms, the grazing lands, and the hills.



4-A Shift in Manufacturing Islands

Manufacturing in 1900



Manufacturing in 1960



1. Circle the manufacturing region in 1900.

2. Circle the three manufacturing regions that can be identified on the 1960 map of the United States.

3. Explain why there are two additional manufacturing regions in 1960. _____

4-B Cities in the Manufacturing Region

Directions: These are some of the most important cities in the Manufacturing Region. Locate them on the map. Write each city's number in the proper area. Then tell why each is important.

1. Minneapolis–St. Paul _____
2. St. Louis _____
3. Chicago _____
4. Gary _____
5. Milwaukee _____
6. Detroit _____
7. Toledo _____
8. Indianapolis _____
9. Cincinnati _____
10. Pittsburgh _____
11. Philadelphia _____
12. New York City _____



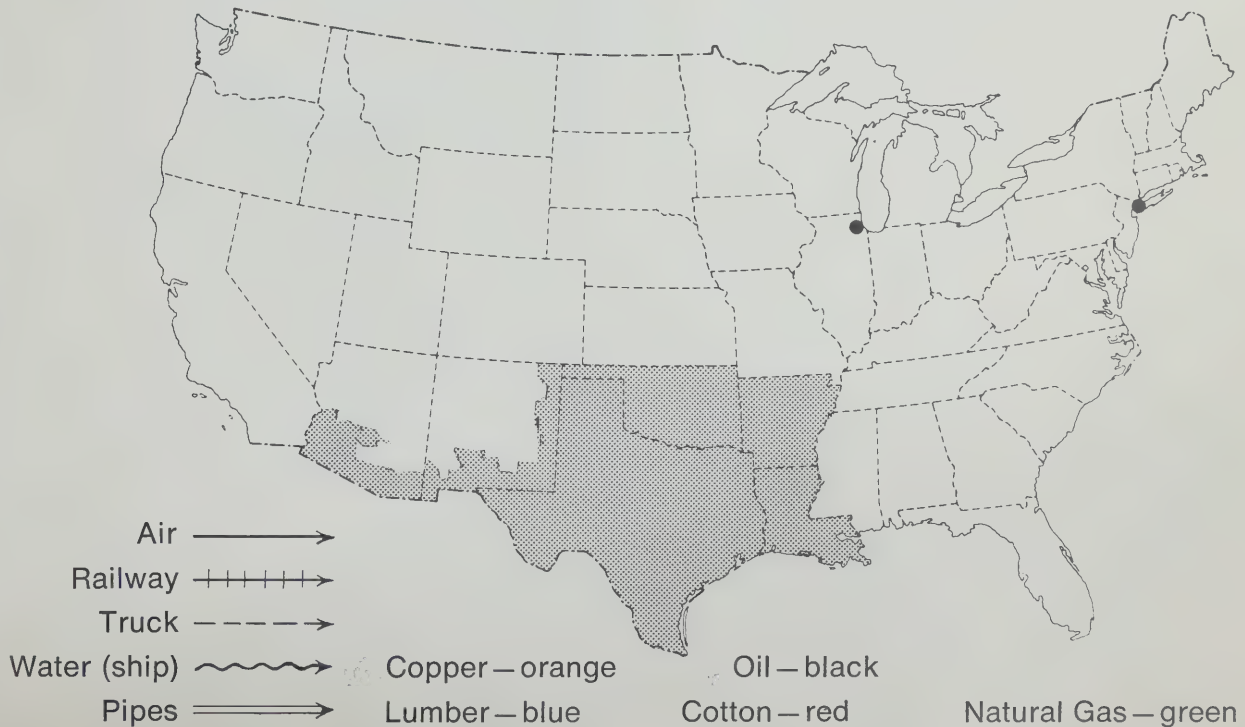
4-C Characteristics of a Manufacturing Island

Existing Conditions	M	F	B	Existing Conditions	M	F	B
1. Crowded housing				12. Many railroads nearby			
2. Clean, fresh air				13. Barns			
3. Some people earn high incomes				14. Slum areas			
4. Polluted rivers				15. Many highways			
5. Unemployed people				16. Small stores			
6. Apartment buildings				17. Museums and theaters			
7. Many different schools				18. Many different jobs			
8. Large banks, offices, stores				19. Crowded streets			
9. Dirt roads				20. Polluted air			
10. Shipping docks				21. Pastures			
11. Airports				22. Factories			

5-A Wealth from Natural Resources

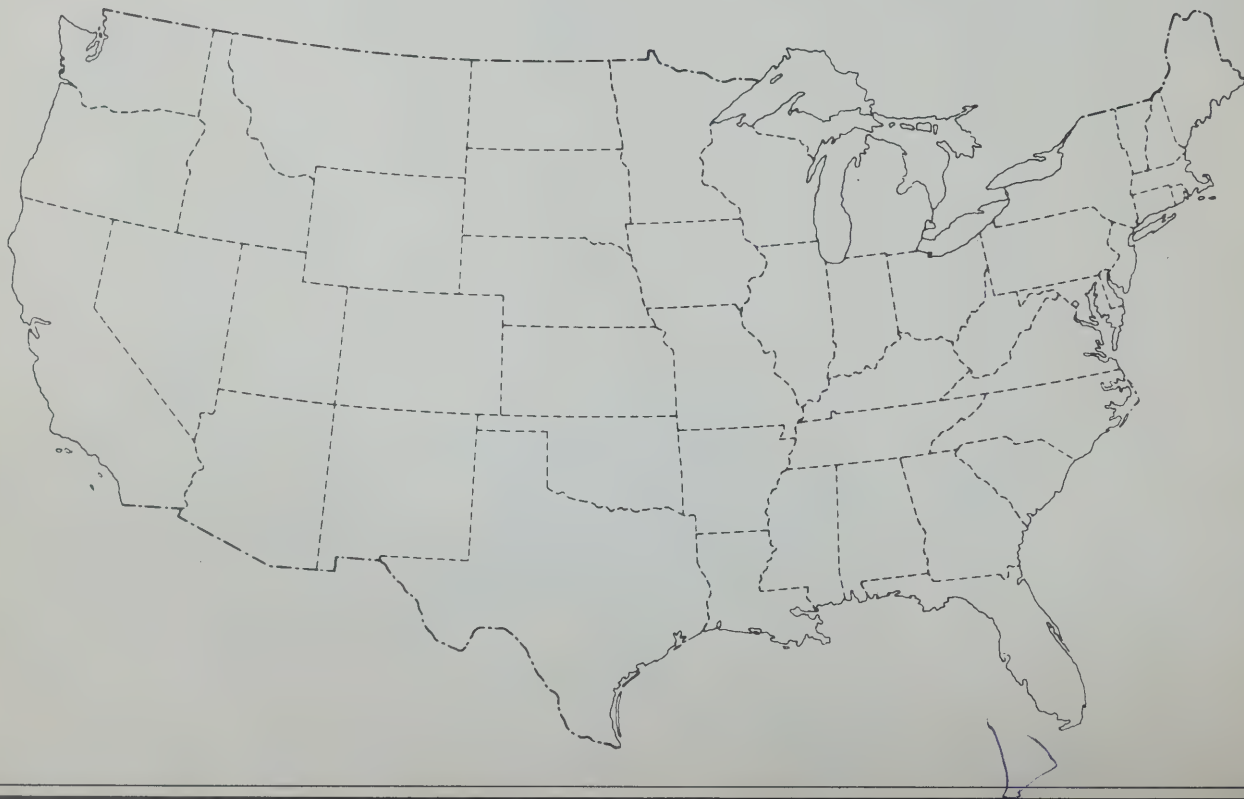
Directions: Shade the parts of the South Central Region where each of the natural resources listed in the legend is produced. Use the colors listed in the legend. Draw a line showing the best way to transport each natural resource from the

South Central Region to Chicago and to New York City. Use the symbols in the legend. The two dots on the map show the location of Chicago and New York City. The South Central Region is shaded in.

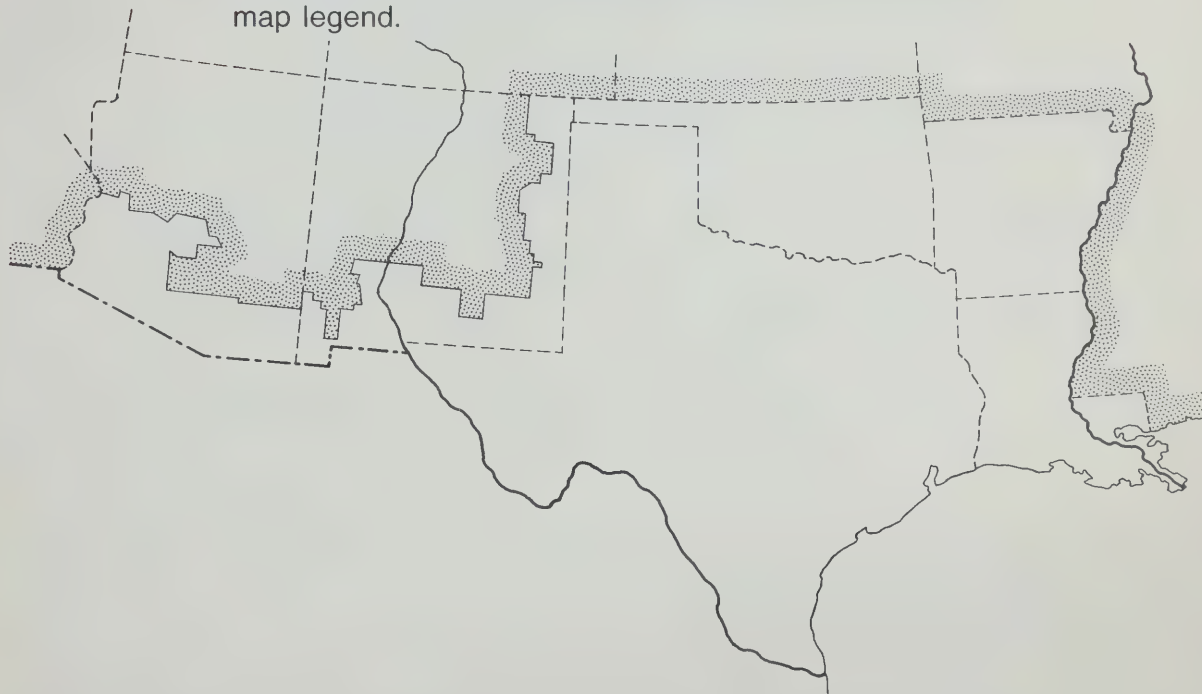


5-B An Abundance of Natural Resources

Directions: Shade in the states in the South Central Region as described in the text.



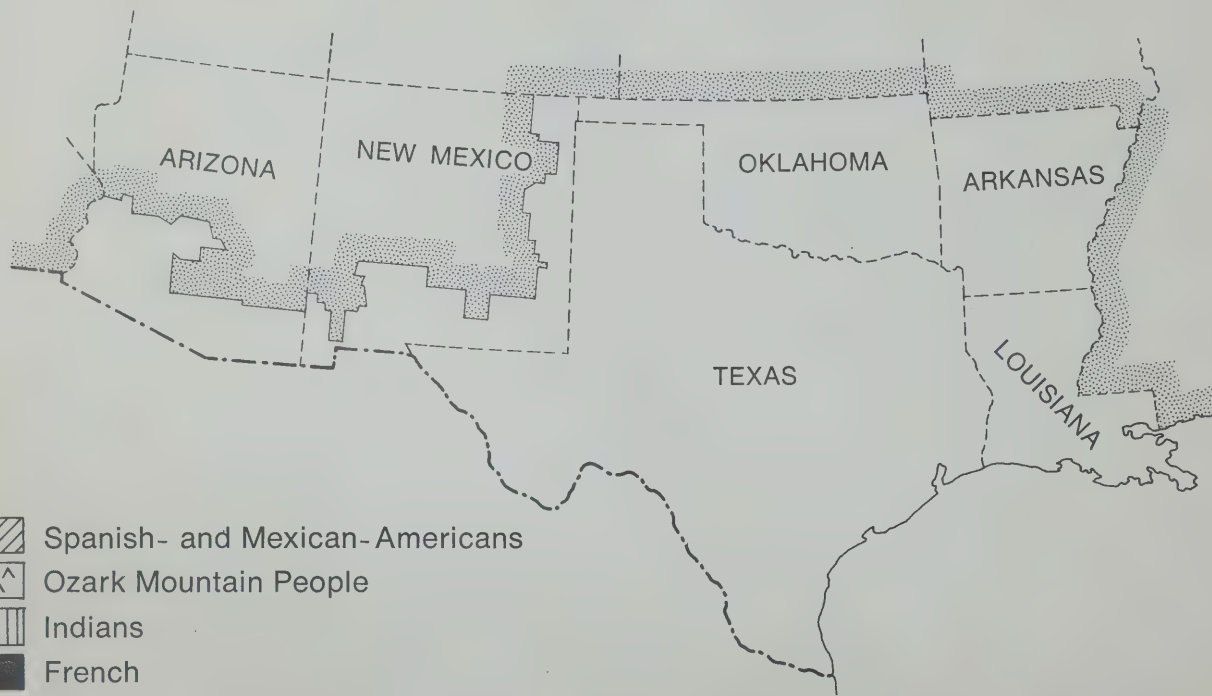
Directions: Label each state of the South Central Region. Also label the Gulf of Mexico, the Rio Grande, and the Mississippi River. In the proper areas on the map, draw the symbols representing the natural resources listed in the map legend.



B Bauxite	 Cotton	M Magnesium
 Cattle, sheep, goats	 Fisheries	 Oil
C Copper	 Lumber	 Salt
		 Sugarcane
		SU Sulfur

5-C Many Different Groups of Settlers

Directions: Indicate the area on the map where each cultural group settled. Use the symbols in the legend.



-  Spanish- and Mexican-Americans
-  Ozark Mountain People
-  Indians
-  French
-  Negroes
-  Creoles
-  Germans

5-D The Future of the South Central Region

Directions: If the statement tells of something that might help the future growth of the region, write “help” in the blank at the beginning of the statement. If it tells of something that might hinder the future growth of the region, write “hinder” in the blank. Below each statement write the reason for your response.

1. _____ Scientists and engineers are finding new ways to use the softwoods of the region.

2. _____ Few people live in the region.

3. _____ Only a few highly skilled people are needed to service machines of the big industries.

4. _____ Water is scarce in some parts of the region.

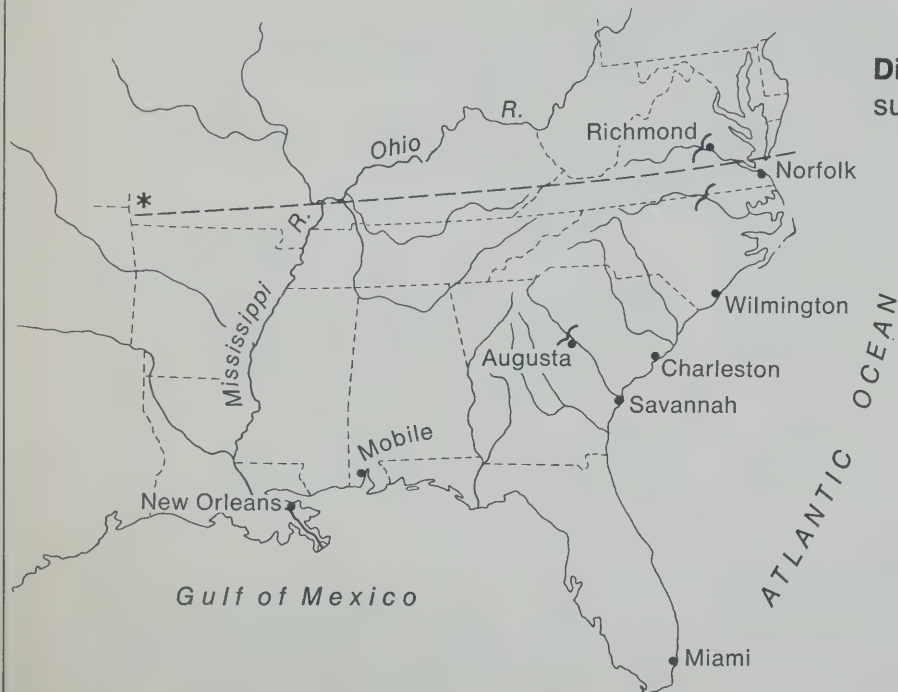
5. _____ New ways are being found to use the aluminum of the region.

6. _____ There is plenty of money for loans for people of the region.

7. _____ People in the region do not get very high wages.

8. _____ Much of the income of the region comes from government spending.

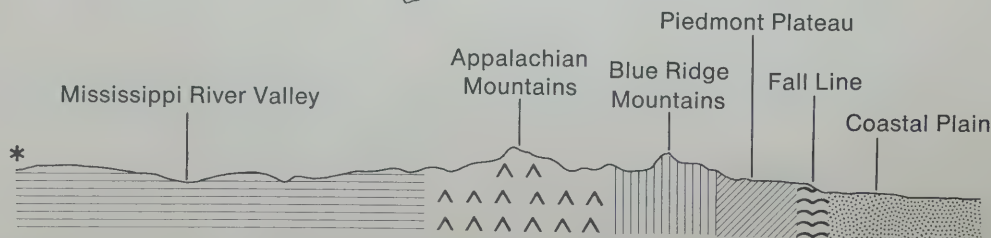
6-A Geographical Features of the South



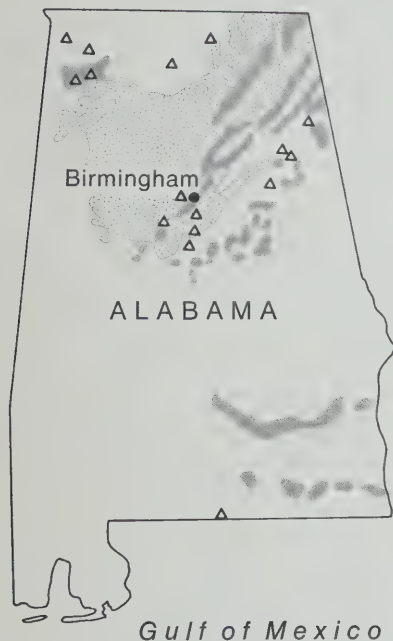
Directions: Locate the geographical subregions of the South on the map.

- Coastal Plain 
- Piedmont Plateau 
- Blue Ridge Mountains 
- Appalachian Mountains 
- Mississippi River Valley 
- Fall Lines 

Name two cities located at the fall lines of rivers.



6-B The Growth of the South



Directions: Coal, iron, and limestone are the raw materials necessary to produce steel. Use a black pencil to outline the coal fields on the map. Use a red pencil to outline the iron ore deposits. Use a blue pencil to outline the limestone quarries.

-  Coal fields
-  Iron ore deposits
-  Limestone quarries

1. What raw materials are located in and around Birmingham? _____
2. What is the major industry in Birmingham? _____
3. Why has Birmingham become the largest city in Alabama? _____

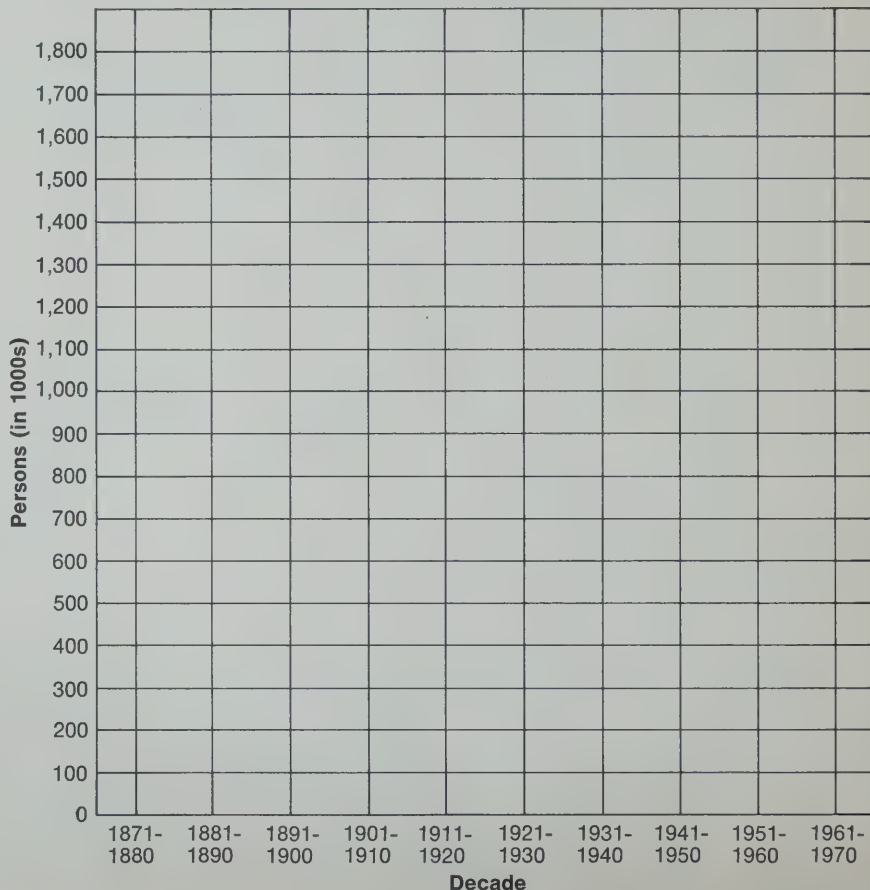
6-C Migration to and from the South

Migration to and from the U.S. South
by Color and Decade (in 1,000s)

Decade	All Persons	White	Black
1871-1880	-304	-205	-99
1881-1890	-515	-405	-110
1891-1900	-849	-537	-312
1901-1910	-872	-605	-267
1911-1920	-1,219	-642	-577
1921-1930	-1,704	-778	-926
1931-1940	-651	-188	-463
1941-1950	-1,880	-365	-1,515
1951-1960	-1,078	+381	-1,459
1961-1970	+400	+1,800	-1,400

Directions: Using the information above, construct a line graph to show the migration from the South. Make a *blue* line for the total number of persons migrating. Make a *red* line for the whites and a *green* line for the blacks.

Migration from the U.S. South in the last 100 years



1. Did more people leave the South or did more people come to the South between 1871 and 1970? _____

2. What changes in the region caused many white people to move away? _____

3. What changes in the region caused many black people to move away? _____

4. What happened between 1931 and 1940 to cause the sharp decrease in the number of people migrating from the South? _____

5. In the last 50 years, blacks moved out in greater numbers than whites. Why? _____

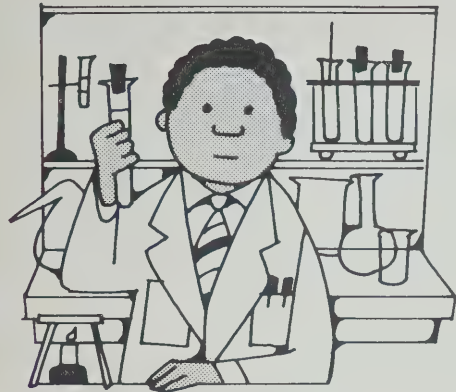
6. Since 1950, more whites have been moving into the South than have been moving out. Why? _____

7. What happened between 1941 and 1950 to cause the sharp increase in the number of black people migrating from the South? _____

6-D Old South or Modern South?



7



8



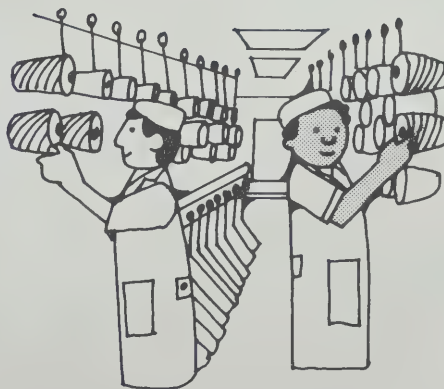
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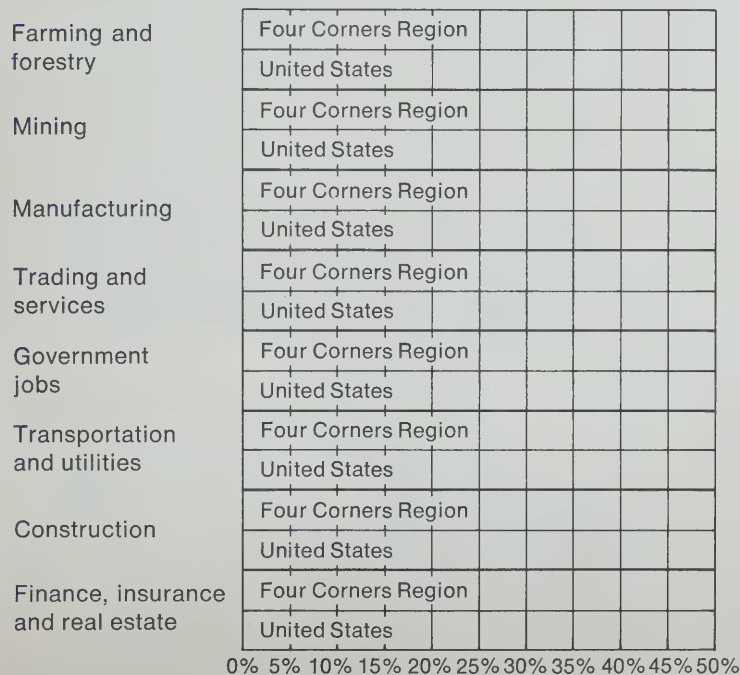


7-A Which Group Holds These Beliefs?

Beliefs	Spanish-Americans	Navahos	Mormons	Other English-speaking Americans
1. It is bad manners to try to do better than others.				
2. Grandfather is respected for his ideas.				
3. Mother is the head of the family.				
4. Nature must be respected.				
5. The community is more important than the individuals.				
6. Don't rush—take things in life slowly.				
7. Language problems exist.				
8. Everyone should work very hard.				
9. Religion is very important.				
10. It is very important to compete strongly.				

7-B How People Earn Their Income

Directions: Using the statistical information on this page, construct a bar graph showing how people earn a living in the Four Corners Region and in the United States as a whole. Color the bars for the region red and the bars for the United States blue. Use the graph to help answer the questions.



Jobs in Four Corners and U.S.

	Region	U.S.
Farming and forestry	8%	4%
Mining	5%	1%
Manufacturing	11%	29%
Trading and services	43%	39%
Government jobs	18%	10%
Transportation and utilities	6%	6%
Construction	6%	6%
Finance, insurance, and real estate	3%	5%

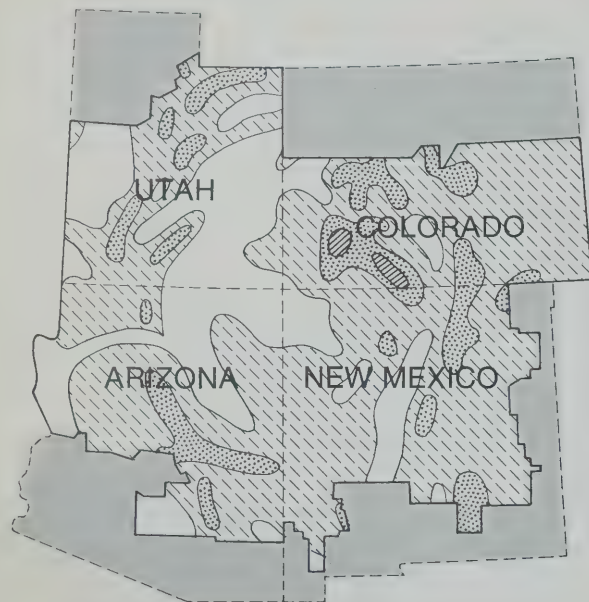
1. What three kinds of work employ a much greater percentage of workers in the Four Corners Region than in the United States?

2. What kind of work employs the largest percentage of the Four Corners people?

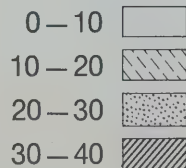
3. Why do you think the Four Corners Region has a greater percentage of people working in the mining industry than the United States has?

7-C Development of the Four Corners Region

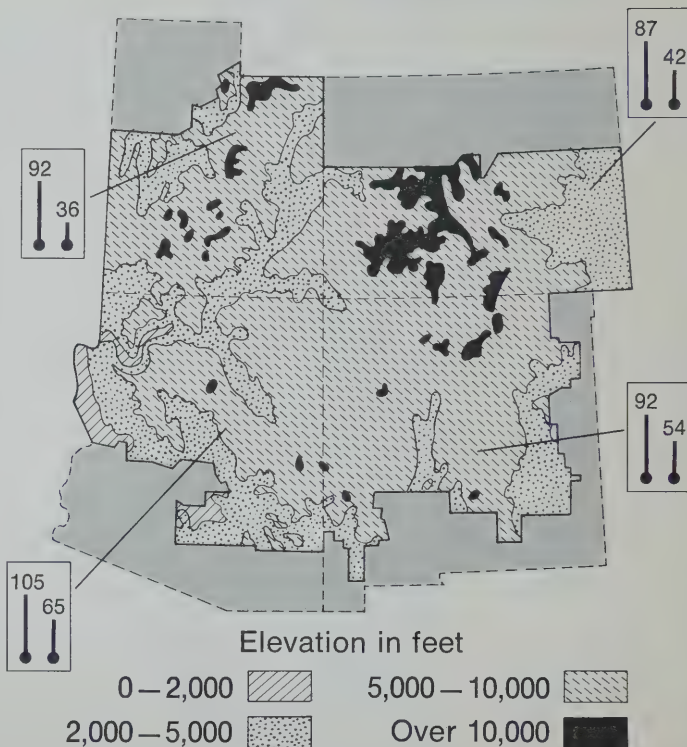
Average precipitation



Inches per year



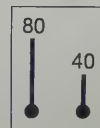
Elevation and temperature



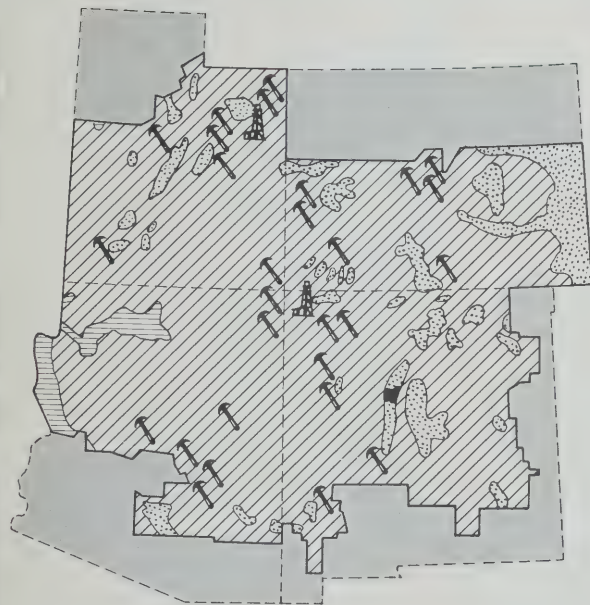
Elevation in feet



The thermometer on the left shows average temperature in July. The thermometer on the right shows average temperature in January.



Land use



- Range (grazing) 
- Farming 
- Nonproductive land 
- Urban areas 
- Mining 
- Oil 

1. Which of the maps could not be used to determine the geographical problems that the early settlers of the Four Corners Region had to face? Why? _____

2. What physical problems do the residents of the region have to face? (Refer to the maps.) _____

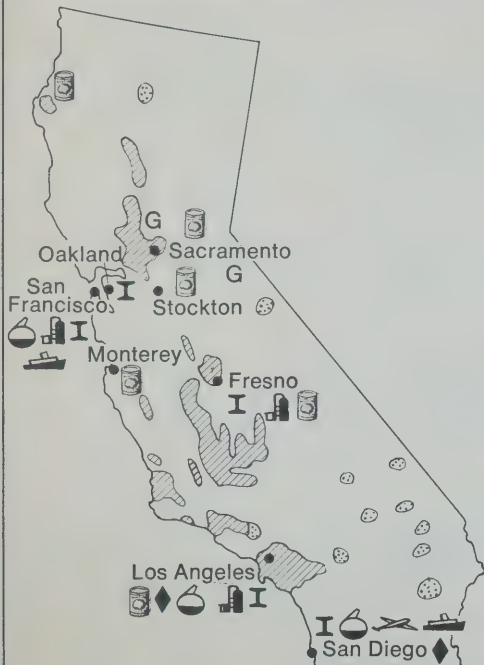
Which problems result from the work of man? _____

3. Which of the four cultural groups (Navahos, Spanish-Americans, Mormon, other English-speaking Americans) would probably try to live with nature? _____

Which would try to change nature in the Four Corners Region? _____

8-A Physical Features of California

Minerals and manufacturing



Land use



Precipitation



- | | |
|----------------|------------------|
| G Gold | ◆ Electronics |
| ● Iron ore | 🏭 Food |
| 🏭 Oil refining | I Iron and steel |
| ✈ Aircraft | 🛢 Oil and gas |
| 🧪 Chemicals | 🚢 Shipbuilding |

- | |
|-----------|
| 🌾 Farming |
| 🌾 Grazing |
| 🌳 Forests |
| 🌵 Desert |

- | |
|-----------------------|
| 🌧 Less than 10 inches |
| 🌧 10-20 inches |
| 🌧 20-30 inches |
| 🌧 30-60 inches |
| 🌧 More than 60 inches |

Directions: Answer the following questions. Use your text and the three maps of California on the preceding page.

1. What is the annual rainfall in the wasteland of California? _____

2. Southern California gets most of its water from the _____ River.

3. In which part of California are no minerals present and no food products grown? _____

4. What is the area that receives less than 10 inches of rain used for? _____

5. Fruits and vegetables are produced in the _____

6. Where can most of the gold in California be found? _____

7. Does it rain more in the San Francisco Bay area or in Los Angeles? _____

8. Where are wood products manufactured? _____

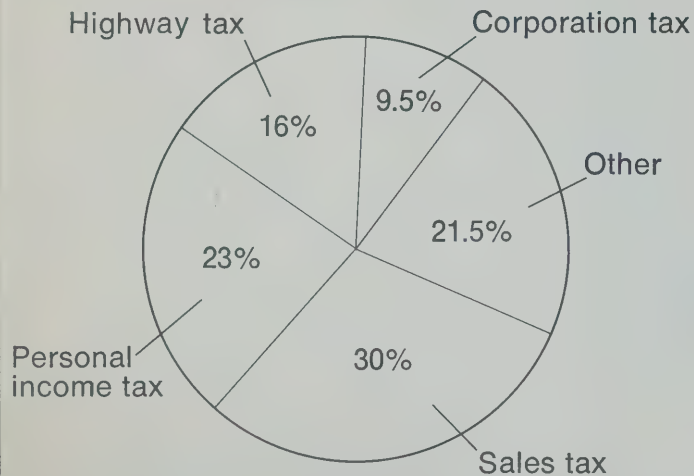
9. Where is the urban subregion located? _____

10. What natural resources can be found in the Central Valley, where most of the land is farmland? _____

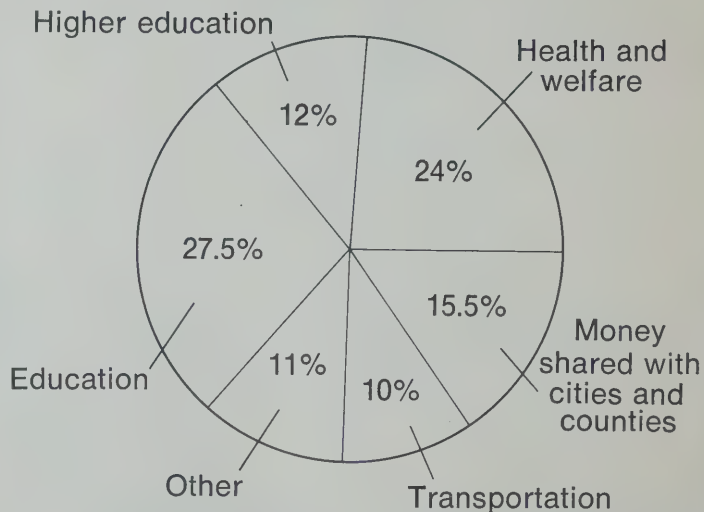
8-B State Budgeting

Directions: Study the pie charts. Then answer the questions

Money Received



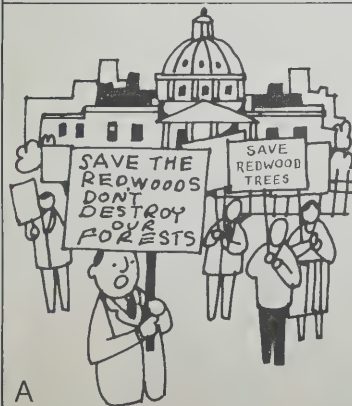
Money Spent



Directions: Study the pie charts. Then answer the questions.

1. What is California's main source of taxes? _____
2. What does California spend the most money on? _____
3. What percent of California's tax dollar is spent on education? _____ highways? _____ public welfare? _____
4. If you were governor, what would you spend more money on? _____ less? _____

8-C Conflicts Among Subregions

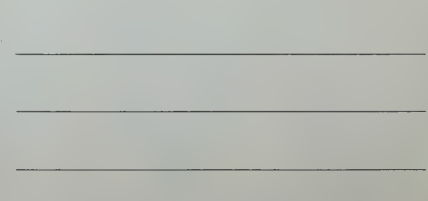
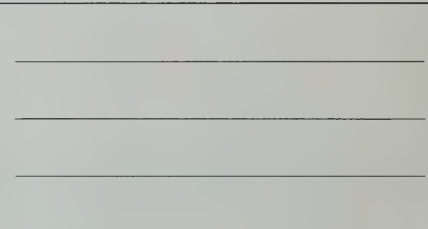
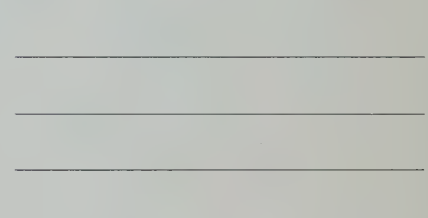
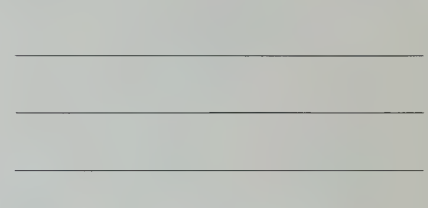
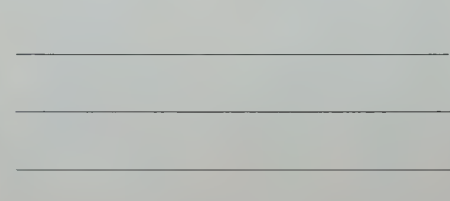
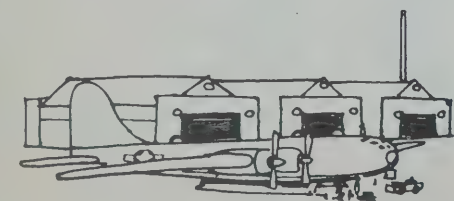
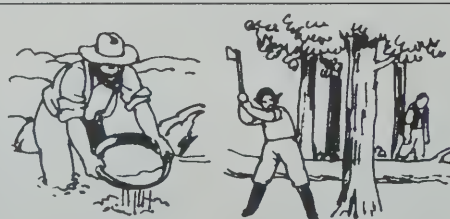
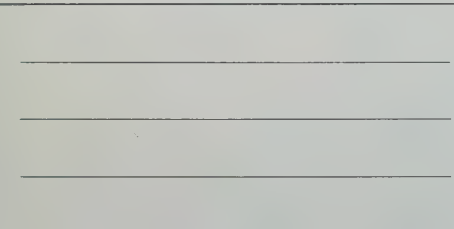


9-A Settlers in Alaska

Who Came?

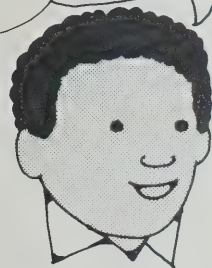
Reason for Coming

Effect on Native Culture

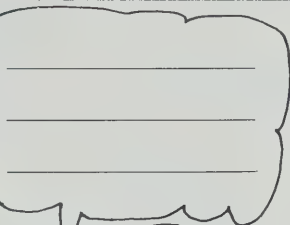


9-B What Is Alaska Really Like?

Alaska is an
empty, frigid
icebox.



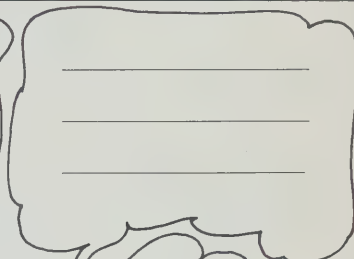
1



All people in
Alaska live by
hunting and
mining.



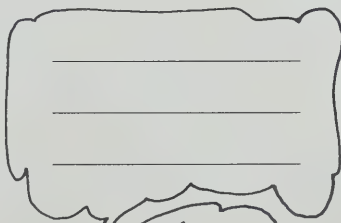
2



There are no cities
or towns in Alaska.
All the people live
in igloos or cabins.



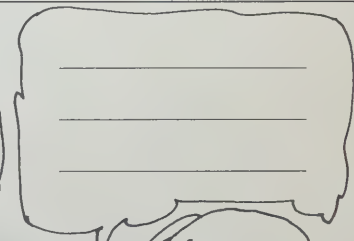
3



The culture of
Alaska has not
changed with the
invasion of white
settlers.



4

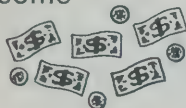


9-C Cost and Standard of Living

Region A

Goods and services for sale

Income



Region B

Goods and services for sale

Income

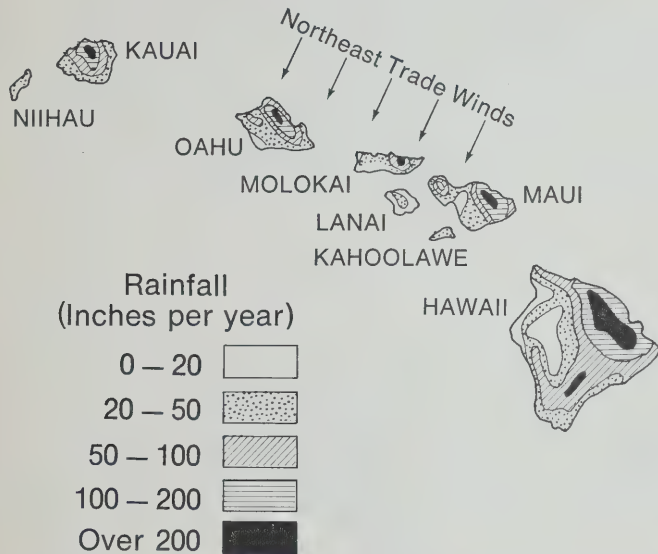


Directions: Study the two pictures. Write a few sentences explaining what they mean. Then answer the questions below.

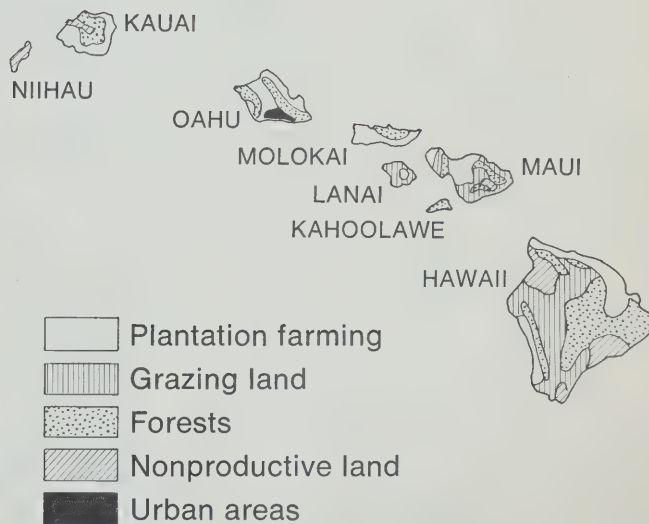
1. Which region has the larger choice of goods and services? _____
2. In which region do people earn larger incomes? _____
3. In which region will people pay lower prices? _____ Why? _____
4. Which of these two regions could be Alaska? _____ Why? _____

10-A Hawaii Is Affected by the Trade Winds

Rainfall and prevailing winds

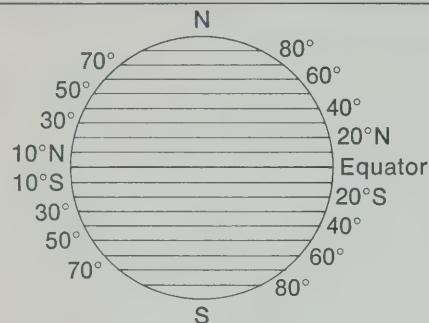


Land use

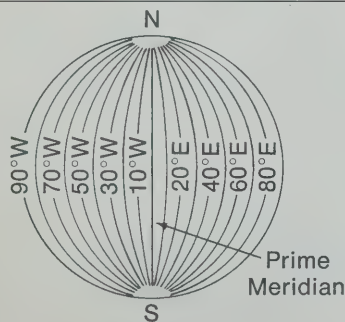


1. Which area—east or west—has more rainfall? Why? _____
2. In which area do more people live? Why? _____
3. In what ways could the winds affect the way people live? _____

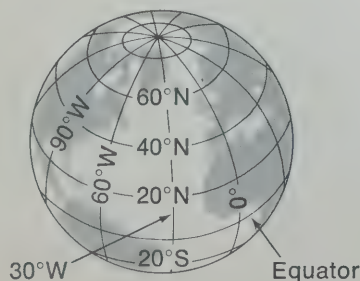
10-B Hawaii—Crossroads of the Pacific



Imaginary parallel lines run from east to west round the globe. They are called *lines of latitude* and measure the position of a point on the earth's surface in relation to the equator. The numbers begin with 0° at the equator, and go north and south to 90° at the North and South Poles.



Imaginary lines called *meridians* or *lines of longitude* run north and south and cross the lines of latitude at right angles. Longitude is measured in degrees from the prime meridian, which is 0° longitude. Meridians are numbered from 10° to 180° east and west of the prime meridian.



Lines of latitude and longitude are combined on a globe and used to describe the exact location of various places on the earth's surface.

1. Show with a dotted line the early shipping routes mentioned in your text: (A) Japan to Hawaii; (B) northwest United States to China.

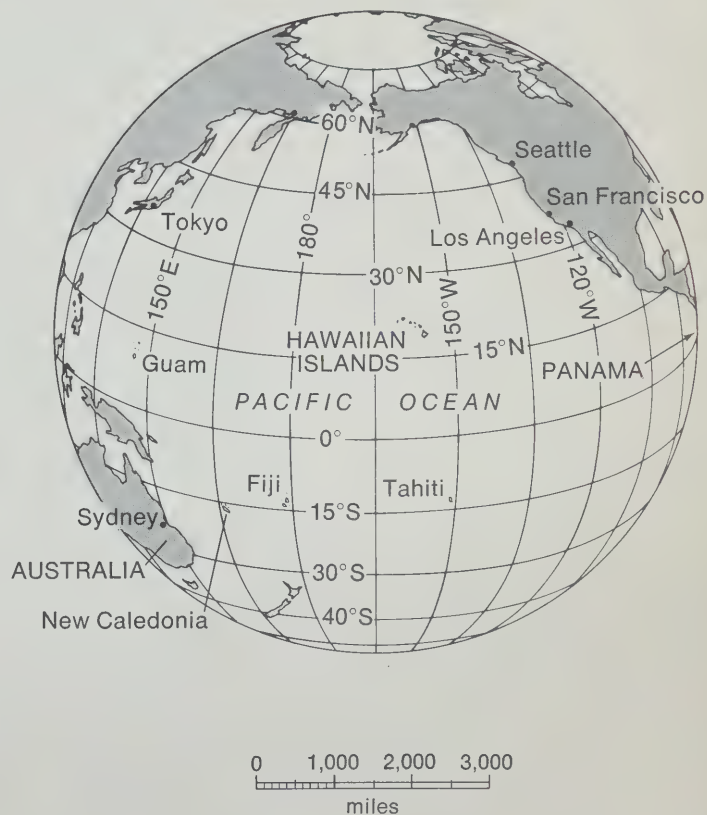
2. Pretend you are a pilot plotting a course for a flight from Honolulu to Papeete, Tahiti. Describe your destination in terms of latitude and longitude. _____

3. Approximately how many miles across are the eight main Hawaiian Islands? (Use the scale of miles.) _____

4. Approximately how many miles are these locations from Honolulu?

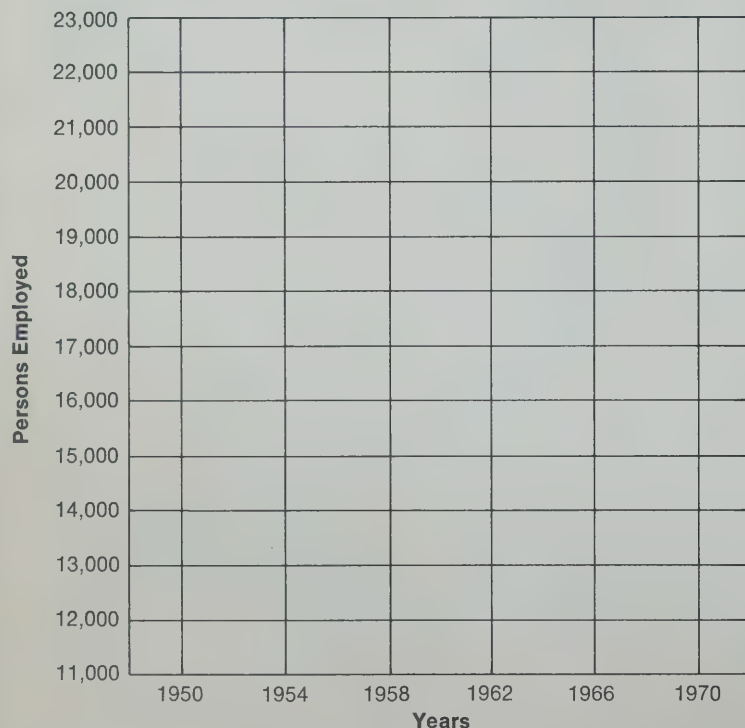
San Francisco	_____	Guam	_____
Los Angeles	_____	Fiji Islands (Suva)	_____
Seattle	_____	Panama	_____
Tokyo	_____	Tahiti	_____

5. Pretend you are a ship captain planning a trip from Honolulu to Suva, Fiji Islands; to Noumea, New Caledonia; to Sydney, Australia. How many miles would you travel from Honolulu to Sydney with stops in Suva and Noumea? _____



10-C Hawaii's Sugar Industry

Directions: Use the information in the table showing employment to make a line graph showing the number (to the nearest thousand) of persons in Hawaii employed in the sugar industry.



Employment
(Annual averages)

1950	22,890
1954	21,750
1958	12,770
1962	13,410
1966	12,370
1970	10,900

Sugar Production
(Tons per acre)

1950	8.78
1954	10.02
1958	9.09
1962	10.31
1966	11.12
1969	10.44

1. How has the number of people employed in the sugar industry changed from 1950 through 1970? _____

2. The same amount of land was used to grow sugarcane from 1950 through 1966. What are some reasons for the change in the number of people employed by the sugar industry? _____

3. How might the price of sugar affect the number of people employed in the sugar industry? _____

4. Was more sugar produced in 1950 than in 1969? Was less sugar produced? _____

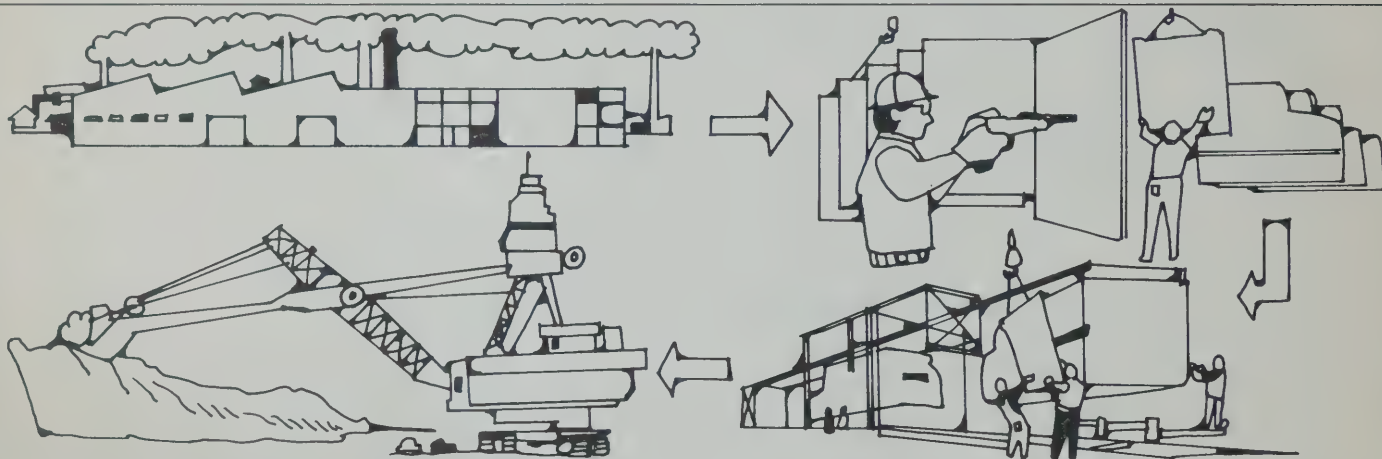
10-D The Benefits and Costs of Tourist Trade

	Benefit	Cost
1. Build and keep up enough airports for a growing tourist trade.	_____	_____
2. Build and keep up enough roads for a growing tourist trade.	_____	_____
3. Hire more policemen and firemen for safety.	_____	_____
4. Build more hotels, shops, and highways and change the countryside to city area.	_____	_____
5. Having more hotels means better jobs and incomes for more people.	_____	_____
6. More tourists buy more Hawaii-produced goods.	_____	_____
7. More tourists mean more noise and air pollution from big airplanes and many cars.	_____	_____
8. Lots of young people come to Hawaii and spend small amounts of money.	_____	_____
9. Lots of wealthy people come to Hawaii and spend large amounts of money.	_____	_____
10. In their spending the wealthy people demand luxury hotels, gasoline, luxury foods, and other imported goods.	_____	_____
11. The tourist industry attracts many people away from work in the farming areas.	_____	_____
12. The tourist industry attracts many poor people from other countries.	_____	_____
13. Hawaii becomes more like the mainland United States.	_____	_____
14. Operating more hotels means water and beach pollution.	_____	_____

11-A Industry in Appalachia

1. A steel mill inside Appalachia sells steel plates to a factory outside Appalachia that produces parts for coal-mining equipment. This factory sells the parts to another factory outside of

Appalachia that puts the parts together to produce heavy equipment. Most of the heavy equipment is shipped back into Appalachia where it is used in coal mines.



1. Which other factories could be located inside Appalachia? _____

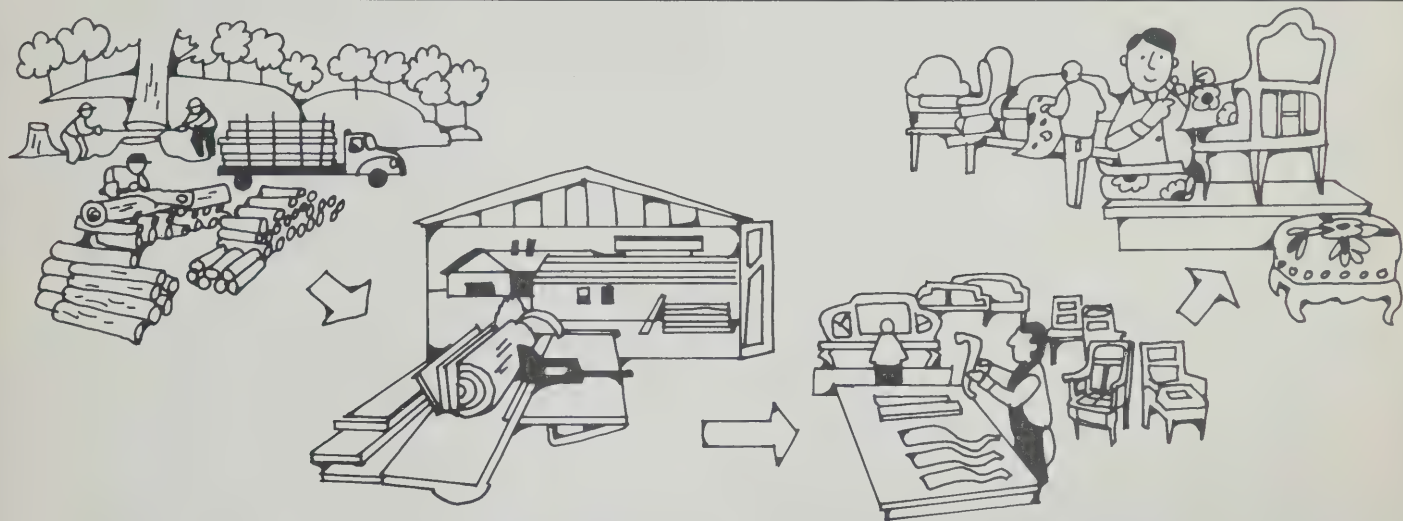
2. What could be some advantages of having these factories in Appalachia? _____

3. What could be some disadvantages of having these factories in Appalachia? _____

4. Do you think the advantages of locating the factories in Appalachia outweigh the disadvantages? _____

II. A lumber mill in Appalachia produces lumber. A sawmill in Appalachia cuts the lumber into boards. Then a furniture manufacturer in North

Carolina makes the boards into frames for furniture. Finally, an upholstery factory in New York upholsters the furniture.



1. What are some advantages of locating the upholstery factory in New York? _____

2. What could be some advantages of locating the upholstery factory in North Carolina? _____

3. Which location for the upholstery factory would be more beneficial to Appalachia? _____

11-B Education in Appalachia

Directions: West Virginia is the only state that falls entirely in the Appalachian Region. The facts that you learn about West Virginia will usually apply to the whole Appalachian Region. Use the information on the chart to compare West Virginia with the United States.

Things to Compare	U.S. as a whole	West Virginia
Income per person	\$4,134	\$2,610
Percentage of people 14 to 17 enrolled in school	87.4%	81.4%
Percentage of people over 25 who have completed high school or more	41.1%	31.6%

1. Is the percentage of people enrolled in school in West Virginia higher or lower than in the United States as a whole? _____

2. How does the *per capita* (per person) income of West Virginia compare with that of the United States as a whole? _____

3. Why does a smaller percentage of people in West Virginia finish high school than in the United States as a whole? _____

4. How might the educational problem affect the willingness of industry to build in West Virginia? _____

11-C How to Help Appalachia

People should move away from the Appalachian Region.



Your response: _____

Too much money is being spent on highways in the Appalachian Region.



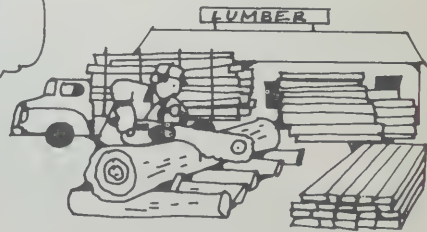
Your response: _____

No money should be given to help the farmers in the Appalachian Region; other farmers produce too much already.



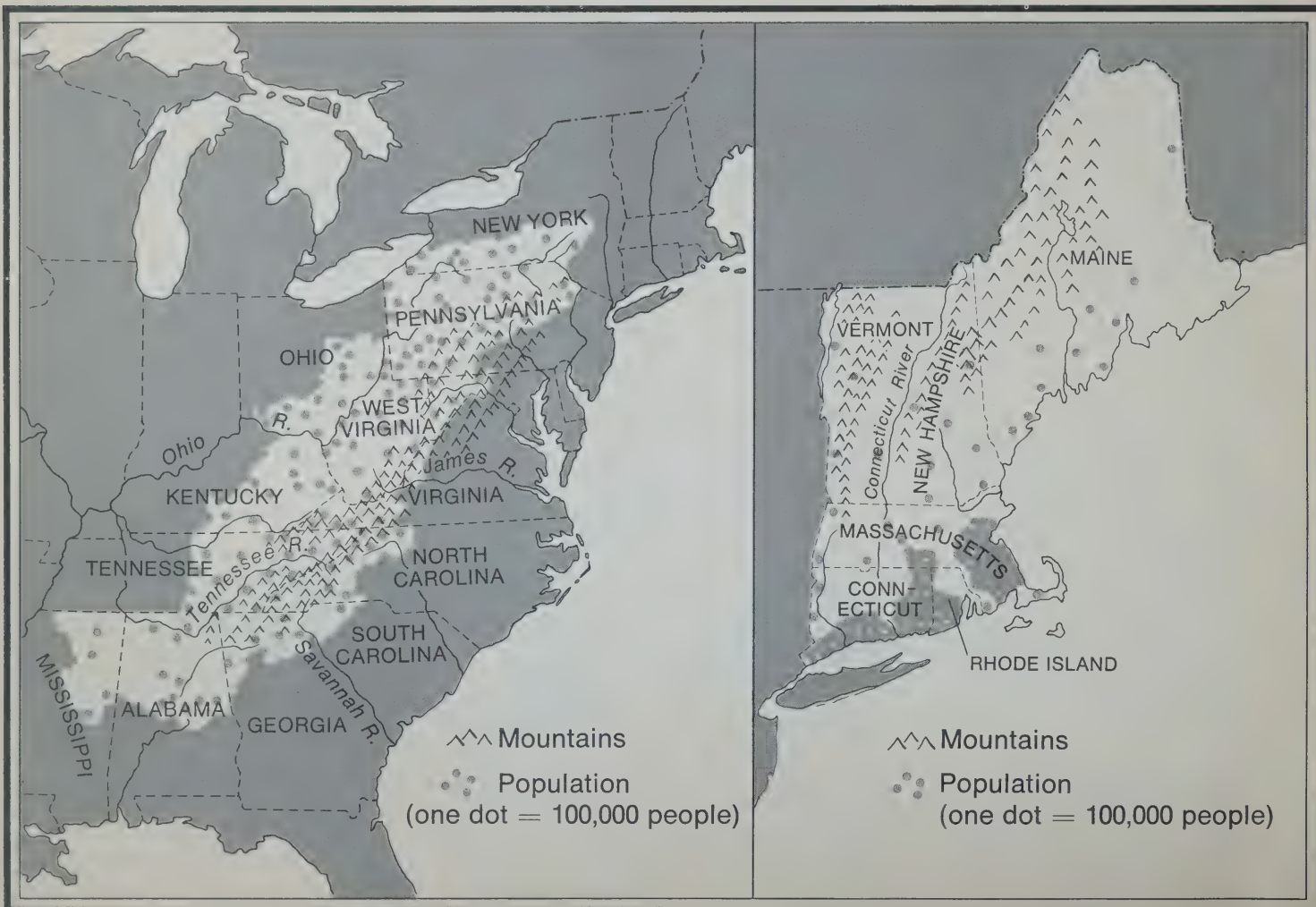
Your response: _____

Money from lumber and mining companies should pay for the improvements in Appalachia.



Your response: _____

12-A Comparing Appalachia with New England



Directions: West Virginia is the only state that falls entirely in the Appalachian Region. The facts that you learn about West Virginia will usually apply to the whole Appalachian Region. Use the information on the chart to compare West Virginia with New England.

Things to Compare	West Virginia	New England
Per capita income	\$2,610	\$4,050
Percentage of work force in manufacturing	22.4%	34.0%
Percentage of work force in agriculture	2.0%	1.3%
Percentage of work force in skilled and professional occupations	16.5%	18.0%
Percentage of people over 25 who have completed high school	31.6%	40.3%
Percentage of people who have completed college	4.0%	6.8%

1. In what ways are these regions similar? _____

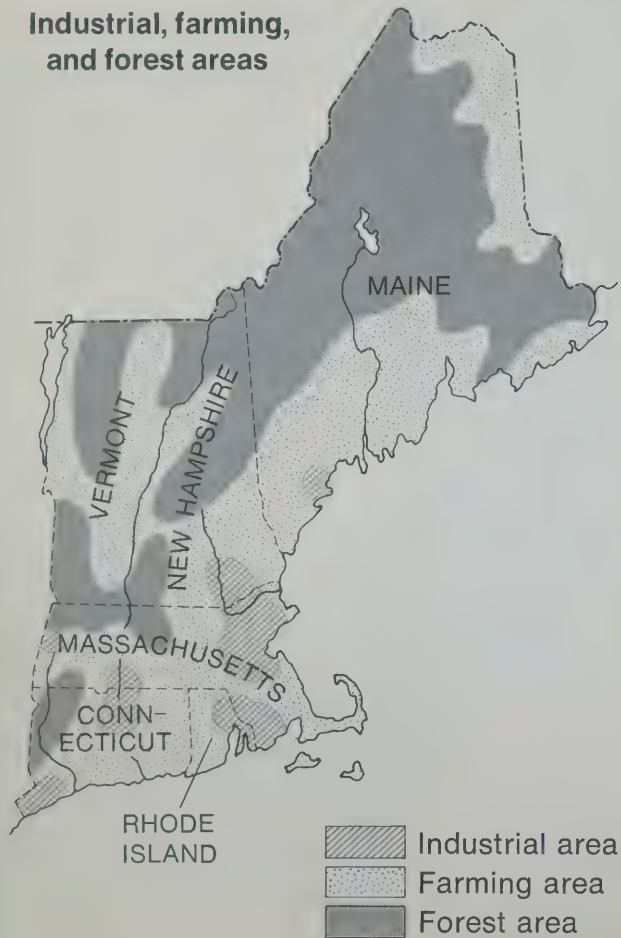
2. In what ways are these regions different? _____

3. How have the people of West Virginia used their resources? _____

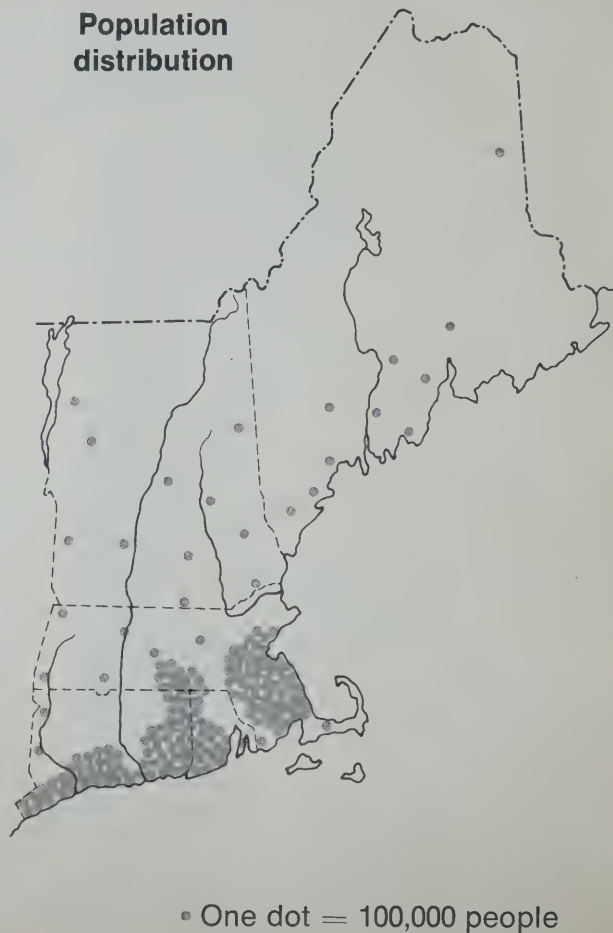
4. How have the people of New England used their resources? _____

12-B New England's Subregions

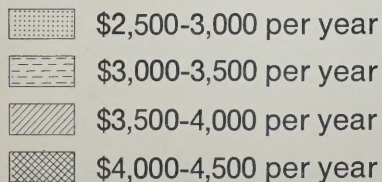
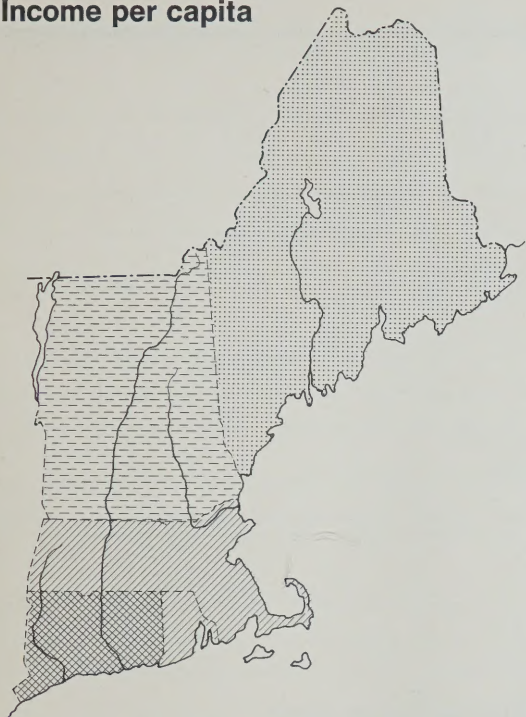
Industrial, farming,
and forest areas



Population
distribution



Income per capita



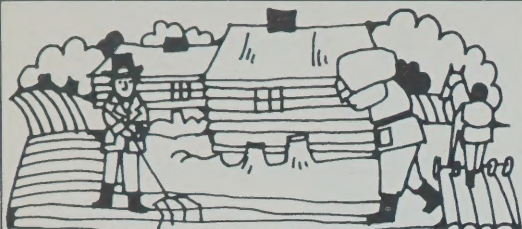
1. What are the two main subregions of New England?

2. List some differences between these subregions.

3. What do the subregions have in common? _____

4. What are some problems that might exist in northern New England but not in southern New England? _____

5. What are some possible solutions to these problems?



Describe this period:



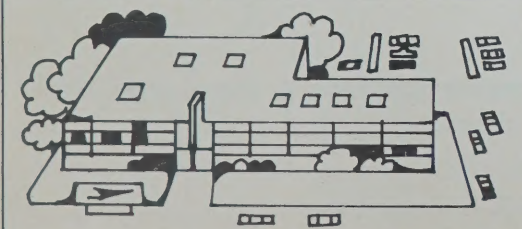
Describe this period:

What ended this industry? _____



Describe this period:

What caused this industrial period to end? _____



Describe this period:

What might happen in the future of this industry? _____

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